INDIANA
STUDENT STANDARDS
FOR
GUIDANCE

Indiana Department of Education
September 2003

Dear School Counselor,

Student guidance is an important aspect of the educational system and an important component of raising student achievement. Guidance helps students and their parents set educational and career goals and identify the steps required for reaching those goals. Guidance is the link that personalizes education for students by showing them how the Indiana Academic Standards and Indiana Core 40 curriculum relate to their personal goals. Guidance helps students want to engage in a rigorous curriculum and work hard to master difficult content.

The Indiana Student Standards for Guidance include three standards: academic development, career development, and citizenship development. Performance indicators fall under these three standards and are organized by various headings aligned with the *National Standards for School Counseling Programs* published by the American School Counselor Association.

Representatives of over 40 state-level organizations and agencies wrote the Indiana Student Standards for Guidance. The writers were school counselors, teachers, administrators, parents, and business representatives. The writers started with the question, "What do Indiana students need to know and be able to do in the three guidance areas in order to become successful learners, responsible citizens, and productive members of a global economy? Drafts of the standards were widely reviewed by school counselors and others interested in the academic, career, and citizenship development of Indiana's young people.

The Indiana Student Standard for Guidance are not required for students nor are they meant to be all-inclusive. Schools are encouraged to review the standards and indicators to ensure local suitability for students. The standards are designed to help schools design and assess their comprehensive and developmental school counseling programs. Schools may wish to prioritize the standards and indicators, implementing those that hold the greatest promise for helping students reach the achievement goals identified in the local School Improvement Plan.

Implementing these standards will also help schools address the following Indiana rules and statues related to student guidance:

- Indiana Student Services (511 IAC 4-1.5-4)
- Indiana Career Development and Awareness (IC 20-10.1-4-12)
- Indiana Student Career Plan (IC 20-10.1-4.5)
- Indiana Drug Education (IC 20-10.1-4-9.1)
- Morals Instruction (IC 20-10.1-4-4)
- Good Citizenship Instruction (IC 20-10.1-4-4.5)
- Indiana Middle Level Curriculum including Advisor-Advisee (511 IAC 6.1-5-3.5)
- Indiana Academic Standards for Social Studies
- Indiana Academic Standards for Health

The standards were written on the premise that student guidance is a school and community responsibility. We expect that counselors, teachers, advisors, parents, and community members will work together to help all students master the Indiana Student Standards in Guidance.

Sincerely,

Dr. Suellen Reed
Superintendent of Public Schools

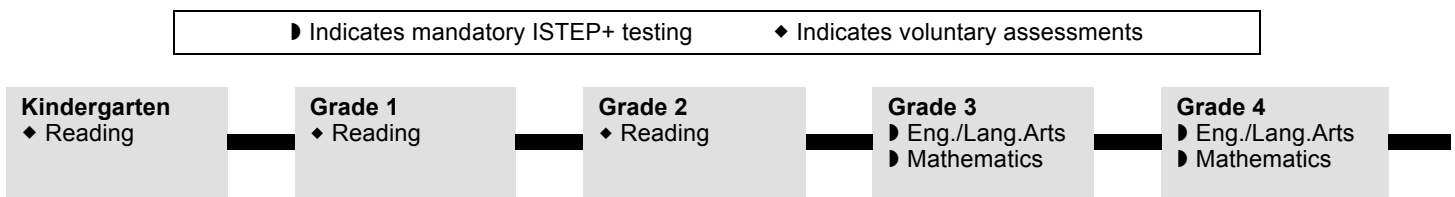# 10 things school counselors can do to help students succeed

1. **Encourage all students to engage in the most rigorous curriculum possible.** In elementary schools, encourage all students to participate in school and community enrichment programs. In middle schools, encourage students to take Algebra in seventh or eighth grade (to allow them the opportunity to take upper level math classes in high school), and enroll in the Core 40 and Indiana Academic Honors courses when registering for high school courses. In high schools, encourage students to enroll in Core 40 and Academic Honors Diplomas courses throughout their high school careers.

2. **Help students and their parents understand the importance of academic preparation in a global economy.** Make presentations to students and parents regarding the level of education that is required for employment in today's labor market. Help upper-elementary, middle, and high school students and parents understand the migration of low-skill jobs from the United States to other countries. Help students and parents understand how to prepare academically for high-skill occupations by taking a rigorous elementary and middle level curriculum and then enrolling in the Core 40 courses in high school.

3. **Give students and parents an understanding of the variety of postsecondary education opportunities and how to prepare for each.** In elementary schools, help parents understand that their child's education should continue after twelfth grade. Help elementary school parents have a vision of their children in some type of postsecondary learning such as a four-year college, community college, apprenticeship program, proprietary school, military skill-training program, or on-the-job training. Arrange field trips for middle school students to visit a variety of postsecondary campuses including those listed above. Encourage high school students to visit postsecondary campuses as part of their postsecondary exploration process. Help students and parents understand that the Core 40 curriculum prepares students for success in all types of postsecondary education.

4. **Help students connect their P-16 learning with future success in careers that interest them.** School counselors can personalize education for students by helping them make connections between their learning in school and their future career success. Help students identify their career interests, and then research the academic preparation required for success in the career fields that interest them. Help students understand that the Indiana Core 40 curriculum is the preferred curriculum for all careers not just those requiring a four-year college degree.

5. **Be an educational advocate for all students.** Achievement data for various student groups show achievement gaps in most Indiana schools (e.g., between students of different economic levels). Serve as a voice for students most often left behind. Open educational doors for all students. Share data with other educators to help them understand student achievement and gaps at your school. Ask probing questions.

6. **Help students find extra help when they need it.** Help students make connections with in-school and out-of-school tutoring initiatives. In the high school, support "double dose" or "extra time" initiatives such as taking Math Lab along with Algebra I or allowing students to take Algebra I over a two year period. If your high school doesn't provide these opportunities, consider allowing students needing academic support the opportunity to take a difficult course twice during the same semester (e.g., second period and fourth period, with one period as an audit) or allowing students who pass a course with a low grade the opportunity to repeat the course for higher mastery.

7. **Help students learn how to learn.** Introduce learning strategies such as organization techniques and specific study skills. Help students identify their learning styles, and then apply them in different learning situations. Assist students in figuring out what to do when a learning environment does not complement their learning style.

8. **Ask students to create flexible plans for their futures.**   In elementary schools, help students and parents plan enrichment programs for their children. In middle schools, help students develop flexible career plans and related educational plans, including a plan for postsecondary education and the specific courses they will take during the four years of high school. In high school, ask students to review and revise these plans annually.

9. **Support students as they strive to build healthy relationships.** Strong personal-social skills are consistently listed as one of the top qualities that employers seek in future employees. Personal-social skills also promote a safe learning environment. Teach relationship building skills such as effective communication, conflict mediation, anger management, and consensus building as part of classroom guidance or advisor-advisee programs.

10. **Offer counseling for students who are experiencing a personal or social problem that interferes with learning.** Students' personal and social well-being can have a strong influence on their academic success. Individual and group counseling, consultation, and referrals can have a positive impact on student achievement.

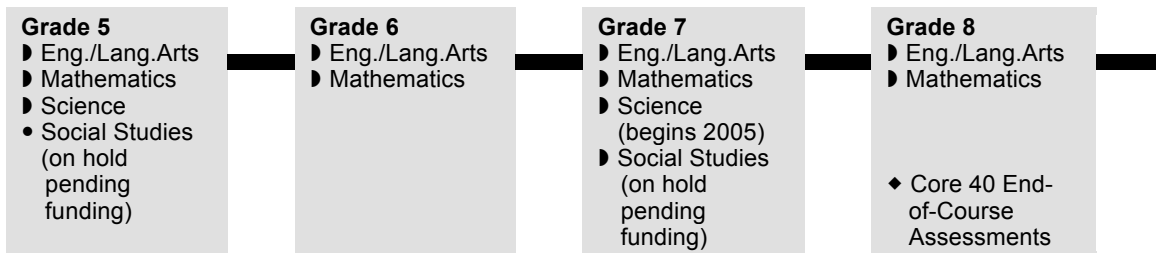# Measuring Student Learning   UPDATED – August 2003

Children develop at different rates. Some take longer and need more help to learn certain skills. Assessments, like ISTEP+, help teachers understand how students are progressing and assist in identifying academic areas where students may need additional attention.

Assessments also provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state's Academic Standards and reporting progress to parents and the public. Students in designated grades take ISTEP+ in the fall of each school year – with the assessment based on what the child should have learned and retained from the previous year.
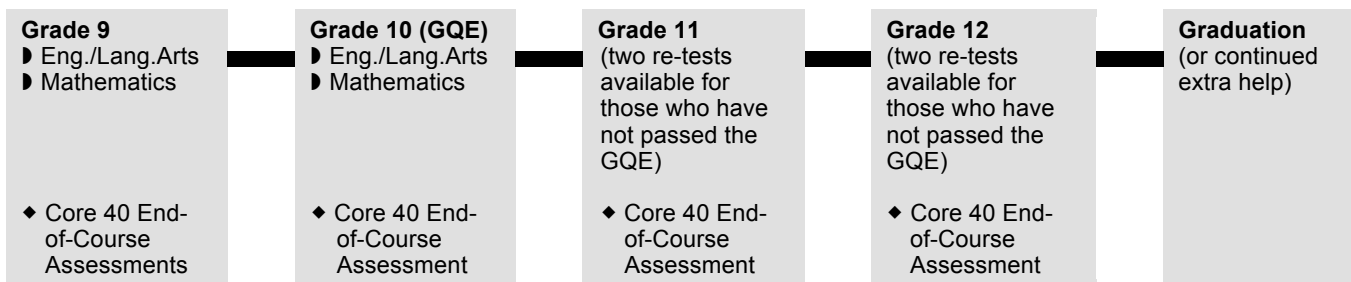
Core 40 End-of-Course Assessments are given at the end of specific high school classes and are a cumulative assessment of what students should have learned during that course. End-of-Course Assessments also provide a means to ensure the quality and rigor of high school courses across the state. A selection of these assessments will be phased in over the next few years.

| ◗ Indicates mandatory ISTEP+ testing   ◆ Indicates voluntary assessments |

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
◆ Reading	◆ Reading	◆ Reading	◗ Eng./Lang.Arts ◗ Mathematics	◗ Eng./Lang.Arts ◗ Mathematics

What's the Goal? By Grade 4, have students moved beyond learning to read toward "reading to learn" other subjects? Can each student write a short, organized essay? Can each student use math skills to solve everyday, real-world problems?

Grade 5	Grade 6	Grade 7	Grade 8

◗ Eng./Lang.Arts
◗ Mathematics
◗ Science
◆ Social Studies
  (on hold
  pending
  funding)
	◗ Eng./Lang.Arts
	◗ Mathematics
		◗ Eng./Lang.Arts
		◗ Mathematics
		◗ Science
		  (begins 2005)
		◗ Social Studies
		  (on hold
		  pending
		  funding)
			◗ Eng./Lang.Arts
			◗ Mathematics
			
			◆ Core 40 End-
			  of-Course
			  Assessments

What's the Goal? By Grades 7 and 8, have students developed strong enough study habits in English and math skills to be ready for high school?

Grade 9	Grade 10 (GQE)	Grade 11	Grade 12	Graduation

◗ Eng./Lang.Arts
◗ Mathematics
 	
◆ Core 40 End-
  of-Course
  Assessments
	◗ Eng./Lang.Arts
	◗ Mathematics
	
	◆ Core 40 End-
	  of-Course
	  Assessment
		(two re-tests
		available for
		those who have
		not passed the
		GQE)
		
		◆ Core 40 End-
		  of-Course
		  Assessment
			(two re-tests
			available for
			those who have
			not passed the
			GQE)
			
			◆ Core 40 End-
			  of-Course
			  Assessment
				(or continued
				extra help)

What's the Goal? By Grade 12, can students read well enough to pass a driver's license exam, understand an appliance manual, or compare two opposing newspaper editorials? Could students write an effective job application letter? By testing skills like these in Grade 10, teachers know whether – and in which skill area – students need more attention before it's time to graduate.

For more information visit www.doe.state.in.us/standards and click on Assessment or call 1-800-54-ISTEP (1-888-544-7837).

Indiana Student Standards for Guidance

Standards and Indicators

Contents

STUDENT GUIDANCE

The Indiana Student Standards for Guidance contain three Standards. Each standard is described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. These aids build a foundation for understanding the intent of each standard.

Standard 1 – Academic Development

Students gain knowledge and develop skills required to attain academic success, maximize learning through commitment, produce high quality work, and be prepared for a range of options and opportunities following high school.

Effective Learning

Preparation for Postsecondary Education Options

Relationship of Academics to Work and Life

Standard 2 – Career Development

Students develop a positive attitude toward work; develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span; and understand the relationship between success in school and future success in the world of work.

Career Awareness (Self Knowledge, Career Exploration, and Career Planning)

Preparation for Career Options

Relationship of Careers to Academics and Life

Standard 3 – Citizenship Development

Students develop the personal management and team-building skills needed to become successful learners, responsible citizens, and productive workers.

Respecting Self and Others

Preparation for Good Citizenship

Safety and Survival

Indiana Student Standards for Guidance

Kindergarten – Grade 2

Standard 1

Academic[1] Development

Students gain knowledge and develop skills required to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities following high school.

Effective Learning

K-2.1.1   Describe qualities of effective learners (e.g., effort, perseverance, responsibility).

K-2.1.2   Explain how people can learn from their mistakes.

K-2.1.3   Describe why working hard helps people achieve goals.

K-2.1.4   Describe how responsible students use their time.

K-2.1.5   Explain how students have the ability to choose their behaviors.

K-2.1.6   Identify people who can help when a student has a problem.

K-2.1.7   Demonstrate the ability to ask for help when needed.

K-2.1.8   List academic tasks that students do independently.

K-2.1.9   Specify the skills needed to work independently.

K-2.1.10   List academic tasks that students do as a group.

K-2.1.11   Specify the skills needed to work in a group.

K-2.1.12   Discuss the different ways that people learn.

Preparation for Postsecondary Education Options

K-2.1.13   Demonstrate an understanding that education continues throughout a lifetime.

Relationship of Academics to Work and Life

K-2.1.14   Identify the similarities between the behaviors expected at school and those expected in the work place.

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[1] In this document, the term academic refers to all fields of study including English, math, science, social studies, artistic, and technical studies.

Standard 2
Career Development
Students develop a positive attitude toward work; develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span; and gain an understanding of the relationship between success in school and future success in the world of work.

Career Awareness (Self Knowledge, Career Exploration, Career Planning)

K-2.2.1   Describe one or more jobs they find interesting.

K-2.2.2   Identify different types of job environments.

K-2.2.3   Discuss occupations held by adults in their community.

K-2.2.4   Identify examples of traditional careers[2] and non-traditional careers[3].

Preparation for Career Options

K-2.2.5   Discuss the importance of attendance, punctuality, and doing one's best.

Relationship of Careers to Academics[1] and Life

K-2.2.6   Discuss the importance of learning new skills throughout one's lifetime.

Standard 3
Citizenship Development
Students develop the personal management and team-building skills needed to become successful learners, responsible citizens, and productive workers.

Respecting Self and Others

K-2.3.1   Identify ways in which people are similar and different.

K-2.3.2   Discuss the importance of showing respect for all people.

K-2.3.3   List ways to demonstrate respect for others at school.

K-2.3.4   Identify situations that make them angry.

K-2.3.5   Practice strategies for reducing anger.

K-2.3.6   Describe simple ways to resolve conflicts.

K-2.3.7   Demonstrate healthy ways to express needs, wants, and feelings using "I" messages.

K-2.3.8   Explain the benefits of good listening.

K-2.3.9   Identify student responsibilities at school.

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[2] Careers that are traditionally and stereotypically associated with one gender or the other. For example, construction and technology occupations are traditional careers for men, while nursing and elementary school teaching are traditional careers for women.
[3] Careers in which more than 75% of the positions are held by members of the opposite gender. For example, construction and technology are non-traditional careers for women, while nursing and elementary school teaching are non-traditional careers for men.

Preparation for Good Citizenship

K-2.3.10   Identify three things that they do well.

K-2.3.11   Identify at least one area in which they would like to improve.

K-2.3.12   Describe the benefits of behaving appropriately at school.

K-2.3.13   Describe the consequences of behaving inappropriately at school.

K-2.4.14   Identify a work activity and a leisure activity in which they participate.

K-2.4.15   Describe the benefits of being honest.

Safety and Survival

K-2.3.16   Demonstrate refusal skills.

K-2.3.17   Demonstrate techniques for managing stress.

K-2.3.18   Describe situations in which it is appropriate to seek help and to whom the students may turn to for help in each of those situations (e.g., threat of self-harm, weapon possession at school, physical abuse, emotional abuse, neglect).

Standard 1
Academic Development
Students gain knowledge and develop skills required to experience academic[1] success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities following high school.

Effective Learning

3-5.1.1   Demonstrate learning skills (e.g., taking notes, reading texts, memorization techniques, test taking strategies, active listening).

3-5.1.2   Describe qualities they possess that make them effective learners at school (e.g., effort, perseverance, responsibility).

3-5.1.3   Identify a situation in which they have learned from a mistake.

3-5.1.4   Describe an experience where hard work resulted in achievement of a goal.

3-5.1.5   Discuss how time-use affects student learning.

3-5.1.6   Develop a plan for bringing about a desired change in academic performance.

3-5.1.7   Analyze their use of skills needed to work independently.

3-5.1.8   Evaluate their use of skills needed to work as a group.

3-5.1.9   Identify their learning style(s)[4].

3-5.1.10   Identify educational opportunities that exist outside the classroom.

3-5.1.11   Describe how not turning in assignments impacts one's grades in school.

3-5.1.12   Identify sources of extra help available to students in grades 3-5 needing academic support.

3-5.1.13   Develop a plan for academic improvement based on their classroom work, report card grades, standardized test results, teacher comments, and life experiences.

Preparation for Postsecondary Education[5] Options

3-5.1.14   Explain the importance of earning a high school diploma.

3-5.1.15   Describe the Core 40 Diploma in general terms, and what they can do to prepare for it.

3-5.1.16   Explain why it is important to continue one's education after high school.

3-5.1.17   Describe in general terms the options that exist for continuing one's education after high school.

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[4] One's preferred manner(s) of sensory intake of information – visually, auditory (listening), or kinesthetically (touch).
[5] All educational opportunities following high school including, but not limited to, four-year colleges, community colleges, proprietary schools, apprenticeship programs, military occupational skill training, and on-the-job training.

3-5.1.18   Discuss ways people with limited financial resources are able to continue their education after high school.

Relationship of Academics to Work and Life

3-5.1.19   Describe how academic performance at school can open or close future career opportunities.

Standard 2
Career Development
Students develop a positive attitude toward work; develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span; and gain an understanding of the relationship between success in school and future success in the world of work.

Career Awareness (Self Knowledge, Career Exploration, Career Planning)

3-5.2.1   Use a career interest inventory to identify career interests.

3-5.2.2   Identify factors to consider when selecting a job (e.g., income, working conditions, employment outlook).

3-5.2.3   Identify their needs and preferences within job factors (e.g., income, working conditions, employment outlook).

3-5.2.4   Use personal, print, and electronic resources to research an occupation.

3-5.2.5   Discuss the availability of high-skill and low-skill jobs locally, statewide, and globally.

3-5.2.6   Identify criteria that employers consider and don't consider (e.g., gender) when hiring new employees.

3-5.2.7   List jobs that relate to their hobbies and/or leisure activities.

Preparation for Career Options

3-5.2.8   Discuss how attendance, punctuality, and completing schoolwork on time are habits that transfer to the workforce.

Relationship of Careers to Academics and Life

3-5.2.9   Discuss how jobs change over time and the resulting need for life-long learning.

Standard 3
Citizenship Development
Students develop the personal management and team-building skills needed to become successful learners, responsible citizens, and productive workers.

Respecting Self and Others

3-5.3.1   Describe how to predict and prevent inappropriate expressions of anger.

3-5.3.2   Identify cultural groups (e.g., gender, ethnicity) and give examples of the challenges faced by various cultural groups.

3-5.3.3   Discuss the benefits of consensus building.

3-5.3.4   Describe a situation at school in which they have reached consensus with a group.

3-5.3.5　　Describe the steps of a conflict management model.

3-5.3.6　　Relate a situation at school in someone has been kind to others.

3-5.3.7　　Demonstrate the characteristics of active listening.

3-5.3.8　　Tell how they have practiced active listening at school.

3-5.3.9　　Demonstrate verbal and non-verbal communications.

3-5.3.10　　Describe how people act when they are aggressive, passive, and assertive.

3-5.3.11　　Describe the steps of being assertive.

3-5.3.12　　Describe a situation in which assertiveness is appropriate.

3-5.3.13　　Identify student rights (e.g., the right to attend school, safe learning environment, respect from others).

3-5.3.14　　Describe how students can lose their rights if they act irresponsibly.

3-5.3.15　　Describe ways in which a student can demonstrate respect for oneself.

3-5.3.16　　Describe ways in which students demonstrate respect for other students.

3-5.3.17　　Describe ways in which students demonstrate respect for authority.

3-5.3.18　　Describe ways in which students demonstrate respect for their parents and home.

3-5.3.19　　Describe ways in which students demonstrate respect for others' views and religious beliefs.

3-5.3.20　　Describe ways in which students' respect the property of others.

3-5.3.21　　Describe the process of grieving.

Preparation for Good Citizenship

3-5.3.22　　Describe the importance of focusing on one's strengths.

3-5.3.23　　Discuss the relationship between behaviors and consequences.

3-5.3.24　　Apply the steps of a decision-making process.

3-5.3.25　　Describe the benefits of goal-setting.

3-5.3.26　　Identify the qualities of a well-written goal.

3-5.3.27　　Write a goal for a specific timeframe.

3-5.3.28　　Develop an action plan related to one of their goals.

3-5.3.29　　Describe a healthy balance between work and healthy leisure activities.

3-5.3.30　　Describe the importance of persistence in doing one's best.

3-5.3.31　　Identify ways in which students can provide service in the community.

Safety and Survival

3-5.3.32　　Discuss the emotional and physical dangers of alcohol and other substance abuse.

Indiana Student Standards for Guidance

Standard 1

Academic Development

Students gain knowledge and develop skills required to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities following high school.

Effective Learning

6-8.1.1   Describe strategies for improving one's confidence (e.g., self-talk, strength lists).

6-8.1.2   Develop a system for managing assignments and deadlines.

6-8.1.3   Reassess their learning style(s).

6-8.1.4   Develop learning strategies for classwork and homework that compliment their learning style(s).

6-8.1.5   Demonstrate methods for adapting their learning strategies to different learning environments.

6-8.1.6   Describe ways in which they can apply their learning style(s) to high school course selection.

6-8.1.7   Research and identify extracurricular educational opportunities that are applicable to their interests.

6-8.1.8   Analyze their most recent standardized test results to identify their strengths and challenges.

6-8.1.9   Identify sources of extra help available to students in grades 6-8 needing academic support.

6-8.1.10   Develop an updated plan for academic improvement based on their most recent classroom work, report card grades, standardized test results, teacher comments, and life experiences.

Preparation for Postsecondary Education Options

6-8.1.11   Describe the requirements for an Indiana high school diploma.

6-8.1.12   Describe the requirements for an Indiana Core 40 Diploma[6].

6-8.1.13   Describe the requirements for an Indiana Academic Honors Diploma[7].

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[6] A rigorous diploma that is awarded when a student earns 40 credits and successfully completes specified courses. Eligible students who graduate from an Indiana secondary school, having met prescribed Core 40 requirements with a cumulative grade point average of at least 2.0/4.0, may qualify for a State Student Assistance Commission of Indiana (SSACI) grant premium of 90 percent of demonstrated need for approved tuition and mandatory fees for postsecondary education. For more information, go to www.doe.state.in.us/core40/welcome.html

[7] The most rigorous Indiana diploma that is awarded when a student earns 47 credits, takes specified courses, and earns a "B" average without receiving any Ds. Eligible students who graduate from an Indiana secondary school with an Academic Honors Diploma and with a cumulative grade point average of 3.0/4.0 may qualify for a State Student Assistance Commission of Indiana (SSACI) grant premium of 100 percent of demonstrated need for approved tuition and mandatory fees for postsecondary education. For more information, go to: http://doe.state.in.us/publications/academichonors.html

6-8.1.14   Describe the career/technical education programs offered at the high school and area career/technology center.

6-8.1.15   Describe in general terms the Indiana Certificates of Technical Achievement[8].

6-8.1.16   Describe an apprenticeship[9] program.

6-8.1.17   Describe a community college[10].

6-8.1.18   Describe a four-year college.

6-8.1.19   Describe occupational training that is available in the military[11].

6-8.1.20   Describe an on-the-job training[12] program.

6-8.1.21   Describe a proprietary education[13] institution.

6-8.1.22   Describe the eligibility requirements for extracurricular postsecondary activities related to their interests (e.g., intercollegiate sports, marching band, newspaper eligibility requirements).

6-8.1.23   Describe opportunities to earn postsecondary education credit prior to graduation.

6-8.1.24   Describe in general terms the availability of financial aid for postsecondary education.

6-8.1.25   Describe the general eligibility criteria for merit-based financial aid (e.g. grade point average, community service, extracurricular activities).

6-8.1.26   Describe the Indiana Twenty-first Century Scholars Program[14].

6-8.1.27   Establish a postsecondary education goal that supports their career plans[15].

6-8.1.28   Describe the admission requirements related to their postsecondary education goals.

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[8] A certificate in seven different career fields that may be awarded to high school students who have participated in courses taught by career/technical educators. The certificate lists knowledge and skills that the student has mastered based on scenarios of real-world work tasks. A certificate can follow the learner/worker from high school, into technical college or occupational education, and through a career. For more information, go to http://www.in.gov/dwd/education/teched/wpp/cta/

[9] A postsecondary education opportunity related to a specific occupation and including classroom and supervised worksite experiences. Typically sponsored by an industry or workers' union. Courses in some apprenticeship programs are transferable to two-year and four-year colleges. For more information about building trades apprenticeship programs in Indiana, go to http://www.unionapprenticeships.com/AboutBTAC.htm

[10] In Indiana, a partnership between Ivy Tech State College and Vincennes University to bring accessible and affordable postsecondary education to regional campuses throughout the state (Community College of Indiana). Students may earn associate degrees and/or technical certificates. They may also complete the first two years of a bachelor degree program at the community college. For more information, go to http://www.ccindiana.net

[11] Vocational skills training available in the military that is transferable to a civilian occupation.

[12] Training planned, organized, and conducted at the employee's worksite to broaden the employee's skills unique to the employee's job and to increase productivity.

[13] Privately owned, postsecondary career/technical schools in which students study skills and knowledge related to success in a specific occupation. For more information, go to http://www.in.gov/cope/

[14] Income-eligible 7th- and 8th-graders who enroll in the Indiana Twenty-first Century Scholars program and fulfill a pledge of good citizenship to the state are guaranteed the cost of four years of college tuition at any participating public college or university in Indiana. If the student attends a private institution, the state will award an amount comparable to that of a public institution. If the student attends a participating proprietary school, the state will award a tuition scholarship equal to that of Ivy Tech State College. For more information, go to http://scholars.indiana.edu/

[15] A career plan includes a career area (group of similar occupations) that the student would like to explore in high school and specific occupations being considered by the student. Career plans are always flexible and are not intended to lock students into a specific occupation. As students learn more about themselves and the world of work, it is likely that their career plans will change.

6-8.1.29   Create flexible four-year high school course plans[16] that are based on the students' career plans, postsecondary education goals, standardized test scores, report card grades, and life experiences.

Relationship of Academics to Work and Life

6-8.1.30   Identify the high school courses needed to keep all appropriate educational and career options open in the future.

6-8.1.31   Describe the educational requirements for employment in today's workforce.

6-8.1.32   Discuss the relationship between their flexible career plans, postsecondary education goals, four-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and make revisions as appropriate.

Standard 2
Career Development
Students develop a positive attitude toward work; develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span; and gain an understanding of the relationship between success in school and future success in the world of work.

Career Awareness (Self Knowledge, Career Exploration, Career Planning)

6-8.2.1   Reexamine their career interests based on their experiences and/or updated career interest inventory.

6-8.2.2   Use personal, print, and electronic resources to discover occupations that match their career interests.

6-8.2.3   Use information interviews and field observations to research an occupation.

6-8.2.4   Discuss the impact of global economics and technology on today's labor force (e.g., employing people from other countries to do telemarketing in the United States, working from home in a "virtual" office, moving manufacturing jobs from Indiana to other countries).

6-8.2.5   Describe fair hiring practices as outlined by federal laws prohibiting job discrimination.

Preparation for Career Options

6-8.2.6   Establish a flexible career plan that includes one or more career areas (e.g., health services, educational services, building and construction) they would like to explore in high school and specific occupations that are of interest to the student.

6-8.2.7   Research specific occupations identified in their career plans.

6-8.2.8   Develop a system for collecting information that will be helpful in writing a resume, (e.g., participation in extracurricular activities, service projects, and awards received).

6-8.2.9   Create a resume using a model resume.

Relationship of Careers to Academics and Life

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[16] A flexible plan that identifies high school courses a student plans to take during the four years of high school, including courses required for the Core 40 Diploma and courses designed to help students explore their career interests.

6-8.2.10   Recognize the likelihood that most people will change jobs over their lifespan and how continuous learning applies when one changes jobs.

6-8.2.11   Describe how to prepare for jobs that do not exist today.

Standard 3
Citizenship Development
Students develop the personal management and team-building skills needed to become successful learners, responsible citizens, and productive workers.

Respecting Self and Others

6-8.3.1   Describe strategies for helping people feel accepted.

6-8.3.2   Demonstrate one or more models for building group consensus.

6-8.3.3   Discuss responsibility for reporting bullying incidents to an adult.

6-8.3.4   Describe ways in which students can support those who are being bullied.

6-8.3.5   Describe how assertiveness can be used to help prevent bullying.

6-8.3.6   Describe the adolescent need for peer acceptance and how it may affect some students' ability to show kindness and respect for others.

Preparation for Good Citizenship

6-8.3.7   Describe typical adolescent challenges and successful methods for addressing them.

6-8.3.8   Describe decisions adolescents make and their possible consequences.

6-8.3.9   Describe typical adolescent problems and successful methods for addressing them.

6-8.3.10   Identify their current strengths and weaknesses in the areas of self-management[17], (e.g., punctuality, attendance, responsibility, dependability, integrity, effort, focus, and persistence).

6-8.3.11   Monitor a goal in one or more areas of self-management (e.g., punctuality, attendance, responsibility, dependability, integrity, effort, focus, and persistence).

6-8.3.12   Develop a plan for participating in a school or community service activity.

Safety and Survival

6-8.3.13   Identify stressors common to adolescents and describe appropriate stress management techniques.

6-8.3.14   Identify conflicts common to adolescents and describe appropriate conflict management techniques.

6-8.3.15   Identify appropriate resources available to adolescents to help them address stressors and conflicts common to adolescents (e.g., parents, crisis hotlines, school counselors).

6-8.3.16   Demonstrate refusal skills applied to adolescent peer pressure.

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[17] Qualities related to responsibility and work ethic such as punctuality, time-management, completion of work on time, perseverance, and striving to do one's best.

Indiana Student Standards for Guidance • September 29, 2003

Indiana Student Standards for Guidance

Standard 1
Academic Development
Students gain knowledge and develop skills required to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities following high school.

Effective Learning

9-12.1.1   Analyze their time-use and make plans for revision as needed.

9-12.1.2   Analyze their most recent standardized test results to identify strengths and challenges.

9-12.1.3   Identify sources of extra help available to students in grades 9-12 needing academic support.

9-12.1.4   Make annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.

Preparation for Postsecondary Education Options

9-12.1.5   Annually revise their postsecondary education goals as appropriate to reflect changes in their career plans.

9-12.1.6   Annually revise their four-year high school course plans as appropriate to reflect changes in their career and postsecondary plans, standardized test scores, report card grades, and life experiences.

9-12.1.7   Develop a postsecondary transition plan (e.g., campus exploration, admissions applications, financial aid to be sought).

9-12.1.8   Describe how to find and apply for merit-based financial aid.[18]

9-12.1.9   Describe how to find and apply for need-based financial aid.[19]

Relationship of Academics to Work and Life

9-12.1.10   Discuss annually the current relationship between their flexible career plans, postsecondary education goals, four-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.

9-12.1.11   Evaluate how their K-12 education has prepared them for the future.

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[18] Financial aid that is based on some type of merit (e.g., academic achievement, athletic achievement, fine arts ability), rather than on financial need. For more information about financial aid in Indiana, to go http://www.in.gov/ssaci/

[19] Financial aid that is based on financial need, rather than merit. For more information about financial aid in Indiana, to go http://www.in.gov/ssaci/

Standard 2
Career Development

Students develop a positive attitude toward work; develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span; and gain an understanding of the relationship between success in school and future success in the world of work.

Career Awareness (Self Knowledge, Career Exploration, Career Planning)

9-12.2.1   Reexamine their career interests annually based on their experiences and/or an updated career interest inventory.

9-12.2.2   Discuss the employment outlook for occupation(s) of interest.

9-12.2.3   Explain the difference between percent growth of an occupation and the actual number of job openings.

9-12.2.4   Describe the Indiana child labor laws.

Preparation for Career Options

9-12.2.5   Make annual revisions as appropriate to their flexible career plans.

9-12.2.6   Revise their resume annually to include their most recent experiences.

9-12.2.7   Research specific occupations identified in their revised career plans.

9-12.2.8   Identify several resources for finding employment (e.g., newspapers, professional associations, professional networks).

9-12.2.9   Describe effective practices for interviewing.

9-12.2.10   Demonstrate effective interviewing skills.

Relationship of Careers to Academics and Life

9-12.2.11   Compare and contrast self-management expectations of the school and self-management expectations of the workforce.

9-12.2.12   Analyze their workforce readiness in terms of their self-management skills.

Standard 3
Citizenship Development

Students develop the personal management and team-building skills needed to become successful learners, responsible citizens, and productive workers.

Respecting Self and Others

9-12.3.1 Describe the unique rights and responsibilities students have as young adults.

Preparation for Good Citizenship

9-12.3.2   Describe challenges that are typical for young adults and successful methods for addressing them.

9-12.3.3   Describe decisions young adults make and the possible consequences of those decisions.

9-12.3.4   Describe the obligations young adults have to their family, community, and society (e.g., voting and paying taxes).

9-12.3.5   Describe the personal and societal benefits of earning a livelihood.

9-12.3.6   Develop a log of their school, work, and community activities.

Safety and Survival

9-12.3.7 Identify at-risk behaviors that challenge young adults and set healthy goals in those areas.

9-12.3.8 Identify stressors common to young adults and describe appropriate stress management techniques.

9-12.3.9 Identify conflicts common to young adults and describe appropriate conflict management techniques.

9-12.3.10   Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors).

GLOSSARY

Academic	In this document, the term academic refers to all fields of study including literary, artistic, and technical studies.
Apprenticeship	A postsecondary education opportunity related to a specific occupation and including classroom and supervised worksite experiences. Typically sponsored by an industry or a worker's union. Courses in some apprenticeships are transferable to two-year and four-year colleges. For more information about building trades apprenticeship programs in Indiana, go to http://www.unionapprenticeships.com/AboutBTAC.htm
Career plan	A career plan includes a career area (group of similar occupations) that the student would like to explore in high school and specific occupations being considered by the student. Career plans are always flexible and are not intended to lock students into a specific occupation. As students learn more about themselves and the world of work, it is likely that their career plans will change.
Community college	In Indiana, a partnership between Ivy Tech State College and Vincennes University to bring accessible and affordable postsecondary education to regional campuses throughout the state (Community College of Indiana). Students may earn associate degrees and/or technical certificates. They may also complete the first two years of a bachelor degree program at the community college. For more information, go to: <http://www.ccindiana.net>.
Four-year high school course plan	A flexible plan that identifies high school courses that a student plans to take during the four years of high school, including courses required for the Core 40 Diploma and courses designed to help students explore their career interests.
Indiana Academic Honors Diploma	The most rigorous Indiana diploma that is awarded when a student earns 47 credits, takes specified courses, and earns a "B" average without receiving any Ds. Eligible students who graduate from an Indiana secondary school with an Academic Honors Diploma and with a cumulative grade point average of at least 3.0/4.0 may qualify for a SSACI grant premium of 100 percent of demonstrated need for approved tuition and mandatory fees for postsecondary education[17]. For more information, go to: http://doe.state.in.us/publications/academichonors.html
Indiana Certificate of Technical Achievement	A certificate in seven different career fields that may be awarded to high school students who have participated in courses taught by career/technical educators. The certificate lists knowledge and skills that the student has mastered based on scenarios of real-world work tasks. For more information, go to http://www.in.gov/dwd/education/teched/wpp/cta/
Indiana Core 40 Diploma	A rigorous diploma that is awarded when a student earns 40 credits, takes specified courses, and earns a "C" average. Eligible students who graduate from an Indiana secondary school, having met prescribed Core 40 requirements and with a cumulative grade point average of at least 2.0/4.0, may qualify for a SSACI grant premium of 90 percent of demonstrated need for approved tuition and mandatory fees for postsecondary education[17]. For more information, go to: < http://doe.state.in.us/core40/welcome.html>.
Indiana Twenty-first Century Scholars Program	Income-eligible 7th- and 8th-graders who enroll in the Indiana Twenty-first Century Scholars program and fulfill a pledge of good citizenship to the state are guaranteed the cost of four years of college tuition at any participating public college or university in Indiana. If the student attends a private institution, the state will award an amount comparable to that of a public institution. If the student attends a participating proprietary school, the state will award a tuition scholarship equal to that of Ivy Tech State College. For more information, go to http://scholars.indiana.edu/
Learning style	One's preferred manner(s) of sensory intake of information - visually, auditory (listening), or kinesthetically (touch).

Merit-based financial aid	Financial aid that is based on some type of merit (e.g., academic achievement, athletic achievement, fine arts ability), rather than on financial need. For more information about financial aid in Indiana, to go http://www.in.gov/ssaci/
Military occupational skill training	Vocational skill training available in the military that is transferable to a civilian occupation.
Need-based financial aid	Financial aid that is based on financial need, rather than merit. For more information about financial aid in Indiana, to go http://www.in.gov/ssaci/
Non-traditional careers	Careers in which more than 75% of the positions are held by members of the opposite gender. For example, construction and technology are non-traditional careers for women, while nursing and elementary school teaching are non-traditional careers for men.
On-the-job training	Training planned, organized, and conducted at the employee's worksite to broaden the employee's skills unique to the employee's job and increase productivity.
Postsecondary education	All educational opportunities following high school including, but not limited to, four-year college, community college, proprietary school programs, apprenticeship programs, military occupational skill training, and on-the-job training.
Proprietary education programs	Privately owned, postsecondary career/technical schools in which students study skills and knowledge related to success in a specific occupation. For more information, go to http://www.in.gov/cope/
Self management	Qualities related to responsibility and work ethic such as punctuality, time-management, completion of work on time, perseverance, and striving to do one's best.
Traditional careers	Careers that are traditionally and stereotypically associated with one gender or the other. For example, construction and technology occupations are traditional careers for men, while nursing and elementary teaching are traditional careers for women.

Questions?

**If you have contacted your child's school
and still need additional information,
call: 1-317-232-9172 or 1-317-232-9136**

www.doe.state.in.us/sservices/sc.htm

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